

**ARMY PUBLIC SCHOOL , MEERUT CANTT.**

**PEDAGOGICAL CURRICULUM PLANNER, 2022-23**

**CLASS: XI                      SUBJECT:                      CHEMISTRY**

BOOKS: NCERT part-1 NCERT part-2			PUBLISHER: NCERT		
MONTH	TOPIC & No. OF PERIODS	21 <sup>ST</sup> CENTURY SKILLS INTEGRATED	METHODOLOGY, INSTRUCTIONAL STRATEGIES & ACTIVITIES PLANNED	TEACHING LEARNING MATERIAL	LEARNING OUTCOME
JULY2022	23 pds  *Ch: 1 Some basic concepts of chemistry	Information literacy Experiential learning	Discussion Demonstration Lab work: salt Analysis (ammonium chloride)	Text books Smart board	*Lwbat understand the concept of scientific notation, chemical Laws. * Lwbat understand the differenc b/w limiting reagent & excess reagent.
AUGUST2022	22 pds  *Ch: 2 Structure of atom	Problem solving Critical thinking	Explanation Demonstration Ppt Lab work: salt analysis (lead acetate)	Text books Smart board	* Lwbat apply the applications of atomic models. * Lwbat understand the difference b/w orbit ,orbital, quantum No.

	*Ch: 3 Classification of elements & periodicity in properties				*LwbAt understand the general trends of properties in PT
SEPTEMBER 2022	25 pds *Ch: 4 Chemical bonding & Molecular structure *Revision (HY Exam)	Problem solving Critical thinking	Discussion Demonstration Worksheets assignment Lab work : practical Exam	Text books Smart board	*LwbAt understand the concept VBT,MOT * LwbAt understand the concept of hybridisation,magnetic behaviour,geometry of compounds.
HY exam					
OCTOBER2022	15 pds *Ch: 5 Chemical Thermodynamics	Critical thinking Information literacy	Discussion explanation Lab work: salt analysis ( aluminium sulphate)	Text books Smart board	* LwbAt understand system,surroundings,types of systems,state function,enthalpy change , * LwbAt understand the concept of 1st ,2nd & 3rd Law of thermodynamics
NOVEMBER2022	24 pds * Ch: 6 Equilibrium * Ch: 7 Redox	Critical thinking Problem solving Experiential learning	Explanation Demonstration Lab work: practical exam	Text book Smart board	* LwbAt understand equilibrium & it's types,acid ,base concept,pH,buffer & its types,solubility product. * LwbAt understand the concepts related to oxidation ,Reduction.

					*LwbAt understand balancing of redox reaction
DECEMBER2022	20 pds * UT * Ch: 8 Organic chemistry ,some basic principles & techniques	Problem solving Critical thinking	Discussion Demonstration Experiential learning Lab work : Distinguishing test b/w saturated & unsaturated compounds	Text books Smart board	* LwbAt understand the various functional groups ,IUPAC,isomerism, reaction intermediates ,types of organic reactions
JANUARY2023	21 pds * Ch : 9 Hydrocarbons	Critical thinking problem solving	Practice & learning by doing Discussion	Text books Smart board	*LwbAt understand the concepts Of alkane ,alkenes,alkynes,geometrical isomerism in alkenes,Markonikov's rule ,peroxide effect .
FEBRUARY2023	Revision				
Annual Exam					

**,ARMY PUBLIC SCHOOL , MEERUT CANTT.**

**PEDAGOGICAL CURRICULUM PLANNER, 2022-23**

**CLASS: XI**

**SUBJECT: BIOLOGY**

BOOKS: 1. Biology, Class-XI, Published by NCERT 2. Other related books and manuals brought out by NCERT (consider multimedia also)		PUBLISHER: NCERT,CBSE SITE			
MONTH	TOPIC ,SUB TOPICS & No. OF PERIODS	21 <sup>ST</sup> CENTURY SKILLS INTEGRATED	METHODOLOGY, INSTRUCTIONAL STRATEGIES & ACTIVITIES PLANNED	TEACHING LEARNING MATERIAL	LEARNING OUTCOME
JULY 2022	<b>Chapter-1: The Living World (PERIODS REQUIRED-05 )</b> Biodiversity; Need for classification; three domains of life; taxonomy and systematics; concept of species and taxonomical hierarchy; binomial nomenclature	At higher secondary stage learners who have opted for biology as one of the disciplines for study, are expected to:  1. Identify and develop understanding of concepts, principles, theories, and	<b><u>METHODOLOGY</u></b> Lecture cum discussion method  <b><u>PRACTICAL ACTIVITIES</u></b> 1. Parts of a compound microscope.	<ul style="list-style-type: none"><li>• Smart board</li><li>• Assignments</li><li>• Class notes</li><li>• Class test</li><li>• Diagrams</li><li>• Previous year questions</li></ul>	After studying this chapter, learners will be able to- <ul style="list-style-type: none"><li>• Appreciate the diversity of organisms around us.</li><li>• Know about the concept of living and non -living.</li><li>• Understand the need for classification, taxonomy and systematics.</li><li>• Comprehend the taxonomical hierarchy and binomial nomenclature.</li><li>• Recognize various tools of taxonomical study.</li></ul>

	<p><b><u>Chapter-2:</u></b> <b><u>Biological Classification</u></b> <b>(PERIODS REQUIRED-05)</b> Five kingdom classification; Salient features and classification of Monera, Protista and Fungi into major groups; Lichens, Viruses and Viroids.</p>	<p>laws governing the physical world around a biological entity.</p> <p>2. develop ability to acquire and use the methods and processes of science, such as observing, questioning, planning investigations, hypothesising, collecting, analysing and interpreting data, communicating explanations with evidences, justifying explanations, thinking critically to consider and evaluate alternative</p>		<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Concept Map</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul>	<p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Appreciate the diversity around us.</li> <li>• Understand the need of classifying organisms.</li> <li>• Know the ancient and modern classification of organism</li> <li>• List the characteristic features of Kingdom MONERA,PROTISTA,FUNGI</li> <li>• Classify organisms based on their morphological features.</li> </ul>
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		explanation, etc., in the biological perspectives.			
AUG 2022	<p><b><u>Chapter-3: Plant Kingdom</u></b> <b>(PERIODS REQUIRED-10)</b> Classification of plants into major groups; Salient and distinguishing features and a few examples of Algae, Bryophyta, Pteridophyta, Gymnospermae (Topics excluded – Angiosperms, Plant Life Cycle and Alternation of Generations)</p> <p><b><u>Chapter-4: Animal Kingdom</u></b> <b>(PERIODS</b></p>	<p>3. Build upon the perceptive of basic tools and techniques used in concepts to analyse various issues in biology.</p> <p>4. conduct experiments, also involving quantitative measurements in biology.</p> <p>5. appreciate how concepts of biology evolve with time giving importance to its historical prospective.</p> <p>6. develop scientific</p>	<p><b><u>METHODOLOGY</u></b> Lecture cum discussion method</p> <p><b><u>PRACTICAL ACTIVITIES</u></b> 1.Specimens/slides/models and identification with reasons - Bacteria, Oscillatoria, Spirogyra, Rhizopus, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen. 3. Virtual specimens/slides/models and identifying features of - Amoeba, Hydra, liver fluke, Ascaris, leech, earthworm, prawn, silkworm, honey bee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit.</p>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Flow charts</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul> <ul style="list-style-type: none"> <li>• Smart board</li> <li>• Flow charts</li> <li>• Assignments</li> <li>• Class notes</li> </ul>	<p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Identify the different systems of classification like artificial system, natural system, phylogenetic system.</li> <li>• List of different groups of plants</li> <li>• Describe the characteristics of the different groups of plants.</li> <li>• Learn about the economic importance of the different groups of plants.</li> <li>• Explain the different types of life cycles in plants and phenomenon of alternation of generation.</li> </ul> <p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Appreciate the diversity in organisms based on their structures and forms.</li> <li>• Understand the basis of</li> </ul>

	<p><b>REQUIRED-10)</b></p> <p>Salient features and classification of animals, non-chordates up to phyla level and chordates up to class level (salient features and at a few examples of each category).</p>	<p>temper with respect to biological phenomena (objectivity, critical thinking, creative skills, freedom from fear and prejudice, etc.).</p> <p>7. nurture natural curiosity, aesthetic sense, and creativity in biological processes and phenomena.</p>		<ul style="list-style-type: none"> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul>	<p>classification of organisms.</p> <ul style="list-style-type: none"> <li>• Recognize the diverse organisms and their characteristics.</li> <li>• Classify the organisms based on their characteristic features.</li> <li>• List the salient features of different groups in the animal kingdom.</li> </ul>
SEP 2022	<p><b><u>Chapter-8: Cell-The Unit of Life</u></b> <b>(PERIODS REQUIRED-15)</b></p> <p>Cell theory and cell as the basic unit of life, structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles - structure and function;</p>	<p>8. imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment.</p>		<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul>	<p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Understand that cell is the basic unit of life.</li> <li>• Differentiate between the prokaryotic and eukaryotic cell.</li> <li>• Understand the general organization of a prokaryotic cell.</li> <li>• Understand the general organization of a eukaryotic cell.</li> <li>• Differentiate between</li> </ul>

	<p>endomembrane system, endoplasmic reticulum, golgi bodies, lysosomes, vacuoles, mitochondria, ribosomes, plastids, microbodies; cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); nucleus.</p>	<p>9. develop respect for human dignity and rights, equity and equality.</p> <p>10. Connect biological concepts to real life problems and develop innovative problem-solving abilities to solve problems related to life situations through understanding of biological concepts.</p>			<p>animal cells and plant cells.</p> <ul style="list-style-type: none"> <li>Describe passage of substances from one cell to another.</li> <li>Explain the different cell organelles and their functions.</li> </ul>
OCT 2022	<p><b>Chapter-9:</b> <b>Biomolecules</b> <b>(PERIODS REQUIRED-15)</b> Chemical constituents of living cells: biomolecules, structure and function of proteins, carbohydrates, lipids, nucleic acids; Enzyme – types, properties, enzyme action. (Topics excluded: Nature of Bond Linking Monomers in a Polymer, Dynamic State of Body Constituents – Concept of Metabolism,</p>	<p>11. Widen skills to illustrate linkages of elementary aspects of biology with complex</p>	<p><b>METHODOLOGY</b> Lecture cum discussion method</p> <p><b>PRACTICAL ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>Test for the presence of sugar, starch, proteins and fats in suitable plant and animal materials.</li> <li>Test for presence of urea in urine.</li> <li>Test for presence of sugar in urine.</li> <li>Test for presence of albumin in urine.</li> <li>Test for presence of bile salts in urine</li> </ol>	<ul style="list-style-type: none"> <li>Smart board</li> <li>Assignments</li> <li>Class notes</li> <li>Class test</li> <li>Diagrams</li> </ul> <p>Previous year questions</p>	<p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>Name the elements that comprises the living tissue and are hence called biomolecules.</li> <li>Classify the bio-elements into three types.</li> <li>Differentiate between macromolecules and micro-molecules.</li> <li>Learn the chemical composition and structure of all these molecules.</li> <li>Understand the function of these biomolecules and their effect on human body.</li> <li>Understand the concept of metabolism with respect to human body.</li> </ul>



	<p>Metabolic Basis of Living, The Living State)</p> <p><b><u>Chapter-10: Cell Cycle and Cell Division</u></b>  <b>(PERIODS REQUIRED-10)</b>          Cell cycle, mitosis, meiosis and their significance</p>	<p>phenomena.</p> <p>12. Apply biological discoveries/ innovations in everyday life.</p> <p>13. Integrate and interrelate the biological concepts with other areas of knowledge by underlying common principles.</p>	<p><b>METHODOLOGY</b>          Lecture cum discussion method</p> <p><b>PRACTICAL ACTIVITIES</b>          Mitosis in onion root tip cells and animals cells (grasshopper) from permanent slides.</p>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Flow charts</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul>	<p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Understand the events by which the cell duplicates its genome and cell contents (cell cycle).</li> <li>• Describe the different modes of cell division.</li> <li>• List the different phases in each of the types of cell division.</li> <li>• Diagrammatically explain the different stages of cell division.</li> <li>• Understand the significance of mitosis and meiosis.</li> <li>• Distinguish between mitosis and meiosis.</li> </ul>
TERM 1	<b><u>HALF YEARLY EXAMINATION</u></b>				
NOVEMBER2022	<p><b><u>Chapter-17: Breathing and Exchange of Gases</u></b>  <b>(PERIODS</b></p>			<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> </ul>	<p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Understand the different respiratory organs in animals.</li> </ul>



	<p>blood vessels; cardiac cycle, cardiac output, ECG; double circulation; regulation of cardiac activity; disorders of circulatory system – hypertension, coronary artery disease, angina pectoris, heart failure.</p> <p><b><u>Chapter-19:</u></b> <b><u>Excretory Products and their Elimination</u></b> <b>(PERIODS REQUIRED-08)</b></p> <p>Modes of excretion – ammonotelism, ureotelism, uricotelism; human excretory system – structure and function; urine formation, osmoregulation; regulation of kidney function – renin – angiotensin, atrial natriuretic factor, ADH</p>			<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend the cardiac cycle, regulation of cardiac activity and significance of ECG.</li> <li>• Identify the cause and symptoms of different disorders of circulatory system.</li> </ul> <p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Identify the organisms based on modes of excretion.</li> <li>• Outline the structure and function of human excretory system.</li> <li>• Explain the formation and concentration of urine in kidney.</li> <li>• Understand the functions of kidney and different mechanism of regulation.</li> <li>• Know the role of other organ in excretion.</li> <li>• Recognize different disorders of excretory system, their cause and symptoms.</li> <li>• Appreciate the medical advances to save humans with kidney failure.</li> </ul>
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	and diabetes insipidus; role of other organs in excretion; disorders – uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant.				
DECEMBER2022	<p><b><u>Chapter-20:</u></b> <b><u>Locomotion and Movement</u></b> <b>(PERIODS REQUIRED-10)</b></p> <p>Types of movement - ciliary, flagellar, muscular; skeletal muscle, contractile proteins and muscle contraction; skeletal system and its functions; joints; disorders of muscular and skeletal systems - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout.</p>		<p><b>METHODOLOGY</b> Lecture cum discussion method</p> <p><b>PRACTICAL ACTIVITIES</b> Human skeleton and different types of joints with the help of virtual images/models only</p>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul>	<p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Understand the type of movement; amoeboid, ciliary, flagellar and muscular in human body cells.</li> <li>• Distinguish between the different types of muscles.</li> <li>• Explain the detailed structure of the skeletal muscle cells.</li> <li>• Know about the contractile proteins in the muscle cells.</li> <li>• Discuss the sliding filament theory of muscle contraction.</li> <li>• Recognize various kinds of skeletal joints in the human body and their functions.</li> </ul> <p>After studying this chapter, learners will be able to-</p>

	<p><b><u>Chapter-21: Neural Control and Coordination</u></b>  <b>(PERIODS REQUIRED-10)</b>          Neuron and nerves;          Nervous system in humans - central nervous system;          peripheral nervous system and visceral nervous system;          generation and conduction of nerve impulse</p>			<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the structure &amp; function of neuron &amp; nerves</li> <li>• Know about the human neural system &amp; its types- central &amp; peripheral neural system</li> <li>• Comprehend the generation, conduction &amp; transmission of nerve impulse</li> <li>• Recognize the components of reflex arc &amp; action</li> <li>• Appreciate the sensory reception &amp; various sensory organs in human beings</li> <li>• Explain the structure &amp; function of human ear and eye</li> </ul> <p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Appreciate the significance of hormones in our body.</li> </ul>
	<p><b><u>Chapter-22: Chemical Coordination and Integration</u></b>  <b>(PERIODS</b></p>			<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Flow charts</li> <li>• Assignments</li> <li>• Class notes</li> </ul>	

	<p><b>REQUIRED-15)</b> Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; mechanism of hormone action (elementary idea); role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goitre, exophthalmic goitre, diabetes, Addison's disease. Note: Diseases related to all the human physiological systems to be taught in brief.</p>			<ul style="list-style-type: none"> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the various endocrine glands and their secretions.</li> <li>• Understand about the hormones secreted from non-endocrine tissues.</li> <li>• Recognize the mechanism of hormone action &amp; their role as messengers and regulators.</li> <li>• Realise the disorders caused by hypoactivity &amp; hyperactivity of endocrine glands.</li> </ul>
JANUARY2023	<p><b>Chapter-13:</b> <b><u>Photosynthesis in Higher Plants</u></b></p>		<p><b>METHODOLOGY</b> Lecture cum discussion method <b>PRACTICAL ACTIVITIES</b></p>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> </ul>	<p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Define photosynthesis and</li> </ul>



	<p>cellular respiration - glycolysis, fermentation (anaerobic), TCA cycle and electron transport system (aerobic); energy relations - number of ATP molecules generated; amphibolic pathways; respiratory quotient.</p> <p><b><u>Chapter-15: Plant - Growth and Development</u></b>  <b>(PERIODS REQUIRED-08)</b>  Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; sequence of developmental processes in a plant cell; growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA</p>			<ul style="list-style-type: none"> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul> <ul style="list-style-type: none"> <li>• Smart board</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate the process of EMP PATHWAY.</li> <li>• Describe the Kreb's cycle &amp; learn its significance.</li> <li>• Calculate the total no. of ATP production in both aerobic &amp; anaerobic respiration.</li> <li>• List the importance of aerobic &amp; anaerobic respiration.</li> </ul> <p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Define growth.</li> <li>• List out the typical characteristics of plant growth.</li> <li>• Explain the different phase of growth.</li> <li>• Understand the conditions that influence growth.</li> <li>• Understand the different plant growth regulators &amp; their action.</li> </ul>
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<p>FEBRUARY2023</p>	<p><b>Chapter-5:</b> <b><u>Morphology of Flowering Plants</u></b> <b>(PERIODS REQUIRED-10)</b> Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed. Description of family Solanaceae</p> <p><b>Chapter-6: Anatomy of Flowering Plants</b> <b>(PERIODS REQUIRED-05)</b> Anatomy and functions of tissue</p>		<p><b>METHODOLOGY</b> Lecture cum discussion method</p> <p><b>PRACTICAL ACTIVITIES</b>  Different types of inflorescence (cymose and racemose).</p> <p><b>METHODOLOGY</b> Lecture cum discussion method</p> <p><b>PRACTICAL ACTIVITIES</b></p>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Display of various parts of plants like- ROOT,STEM,LEAF,FLOWER,LEAF VENATION,PHYLOTAXY</li> <li>• Flash cards</li> <li>• Assignments</li> <li>• Class notes</li> <li>• Class test</li> <li>• Diagrams</li> <li>• Previous year questions</li> </ul>	<p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Define the term morphology.</li> <li>• Understand the morphology of root and root systems.</li> <li>• Specify the different modifications of root.</li> <li>• Describe the characteristics of stem.</li> <li>• Define and describe the different kinds of branching in stems.</li> <li>• List the different modifications of stems.</li> <li>• Study the characteristics of leaves- structure, arrangement, types.</li> <li>• Define and describe inflorescence.</li> <li>• Understand the different parts of a flower and its different parts.</li> <li>• Describe the different types of fruits and seeds.</li> <li>• Give taxonomic description of few flowers.</li> </ul> <p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Understand the importance of studying anatomy.</li> </ul>
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	<p>systems in dicots and monocots.</p> <p><b><u>Chapter-7:</u></b> <b><u>Structural</u></b> <b><u>Organisation in</u></b> <b><u>Animals</u></b></p>		<p>1.Preparation and study of T.S. of dicot and monocot roots and stems (primary).</p>		<ul style="list-style-type: none"> <li>• List out different kinds of plant tissues.</li> <li>• Differentiate between meristematic and permanent tissue.</li> <li>• Describe the different types of meristematic and permanent tissue.</li> <li>• Learn about the different tissue systems.</li> <li>• Practice diagrams of the internal structure of the various root, stem and leaves.</li> <li>• Understand secondary growth and its significance.</li> </ul> <p>After studying this chapter, learners will be able to-</p> <ul style="list-style-type: none"> <li>• Understand the hierarchy of the organization in animals.</li> </ul>
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	<p><b>(PERIODS REQUIRED-08)</b> Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frog.</p>				<ul style="list-style-type: none"> <li>• Know the concept of tissues.</li> <li>• Identify different types of tissue based on their structure.</li> <li>• Comprehended the organization of tissues in organs and organ systems.</li> <li>• Study different organ systems of cockroaches.</li> <li>• Explain the physiology of cockroaches.</li> </ul>
TERM 2	<p><b><u>ANNUAL EXAMINATION</u></b></p>				

**ARMY PUBLIC SCHOOL, MEERUT CANTT.**

**PEDAGOGICAL CURRICULUM PLANNER, 2022-23**

**CLASS: XI**

**SUBJECT: ECONOMICS**

<b>BOOKS:</b> 1. Statistics for Economics By Sandeep Garg 2. Introductory Micro Economics By Subhash Dey			<b>PUBLISHER:</b> NCERT Shree Radhey Publications Dhanpat Rai Publication		
			Reference Books		
<b>MONTH</b>	<b>TOPIC &amp; No. OF PERIODS</b>	<b>21<sup>ST</sup> CENTURY SKILLS INTEGRATED</b>	<b>METHODOLOGY, INSTRUCTIONAL STRATEGIES &amp; ACTIVITIES PLANNED</b>	<b>TEACHING LEARNING MATERIAL</b>	<b>LEARNING OUTCOME</b>
APRIL 2022	-	-	-	-	-
MAY2022	-	-	-	-	-
JULY2022	<b>BOOK 2 – Elementary statistics</b> <b>Total pds - 33</b> <b>Chapter 1- Introduction</b> <b>(8 periods)</b>	<ul style="list-style-type: none"> <li>Thinking Skills and Literacy skills</li> </ul> (understand the use of statistics in economics)	<ul style="list-style-type: none"> <li>Communication and discussion (objective type questions) Think about it(after reading a paragraph answer a question)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reference Book</b> Statistics For Economics [ for few topics]</li> <li>White boards</li> <li>Extramarks</li> </ul>	<b>After studying this chapter the learner will :-</b> <ul style="list-style-type: none"> <li>Know what the subject of economics is about to</li> <li>Understand how economics is linked the study of economic activities.</li> <li>Understand how knowledge of statistics help in describing consumption, production and distribution</li> <li>Learn uses of statistics in understanding of economic activities.</li> </ul>
	<b>BOOK 2 – Elementary Statistics</b> <b>UNIT 2- Collection, Organisation and Presentation of data</b> <b>Chapter 2- Collection of data</b> <b>(10 periods)</b>	<ul style="list-style-type: none"> <li>Critical and creative Thinking</li> </ul> (Field Work:	<ul style="list-style-type: none"> <li>Initiative and self direction (collect data independently)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reference Book</b> Statistics For Economics [ for few topics]</li> <li>White boards</li> <li>Extramarks</li> </ul>	<b>After studying this chapter learner will :</b> <ul style="list-style-type: none"> <li>Understand the meaning and purpose of data collection</li> <li>Able to distinguish between primary and secondary sources of data collection</li> </ul>

	<ul style="list-style-type: none"> <li>• Primary/secondary</li> <li>• Census / sample methods</li> </ul> <p><b>BOOK 2 – Elementary Statistics</b>  <b>UNIT 3 - Statistical tools and Interpretation</b>  <b>Chapter 5- Measures of central tendency</b>  <b>(10 periods)</b></p> <ul style="list-style-type: none"> <li>• Mean- in all three series</li> <li>• Combined mean</li> <li>• Corrected mean</li> <li>• Weighted mean</li> </ul> <p><b>3 pds for self assessment (do questions yourself)</b>  <b>2pds for problem solving</b></p>	<p>collect data on a demand for any product)</p> <ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Numerical ability</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion/lecture method</li> <li>• Numerical question from refresher's</li> </ul> <p><b>Activities planned</b></p> <ul style="list-style-type: none"> <li>• Questions for homework</li> <li>• 3 pen paper test to check preparation of students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reference Book</b> Statistics For Economics</li> </ul> <p>[for questions]</p> <ul style="list-style-type: none"> <li>• White boards</li> <li>• Extramarks</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to distinguish between census and sample surveys.</li> <li>• be familiar with the techniques of sampling</li> <li>• Also know some important sources of secondary data</li> </ul> <p><b>After studying this chapter the Learner will be able to</b></p> <ul style="list-style-type: none"> <li>• Compute Mean by different methods</li> <li>• correct mean from incorrect mean</li> <li>• weighted mean and</li> <li>• Combined mean.</li> </ul>
AUGUST2022	<p><b>BOOK 2 – Elementary Statistics</b>  <b>Total pds - 28</b>  <b>UNIT 2- Collection, Organisation and Presentation of data</b>  <b>Chapter 3 - Organisation of data</b>  <b>(10 periods)</b></p>	<p>Analytical and Thinking skills (arrange the collected data into groups based on some criteria)</p>	<p>Discussion and Mind mapping  Self Assessment test based on Organisation of data</p> <p>Critical thinking and problem solving (numerical based questions)</p> <p><b>Activities planned</b></p> <ul style="list-style-type: none"> <li>• Questions for</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reference Book</b> Statistics For Economics</li> </ul> <p>[for questions]</p> <ul style="list-style-type: none"> <li>• White boards</li> <li>• Extramarks</li> </ul>	<p><b>After studying this chapter the Learner will be able to</b></p> <ul style="list-style-type: none"> <li>• Classify the data for further statistical analysis</li> <li>• Distinguish between quantitative and qualitative classification</li> <li>• Prepare frequency distribution table</li> <li>• Know the technique of forming classes</li> <li>• Familiar with Tally marking</li> <li>• Understand the need for summarising a set of data</li> </ul>

	<p><b>Book 1 - Introductory Micro economics</b>  <b>Chapter 1-Introduction</b>  <b>(13 periods)</b></p> <ul style="list-style-type: none"> <li>• Meaning of microeconomics and macroeconomics.</li> <li>• What is an economy?</li> <li>• Central problems of an economy : what, how and for whom to produce;</li> <li>• concepts of production possibility frontier and</li> <li>• opportunity cost.</li> </ul> <p><b>3 pds for self assessment</b>  <b>2pds for problem solving</b></p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Critical thinking</li> </ul>	<p>homework</p> <ul style="list-style-type: none"> <li>• 3 self assessment test after every topic.</li> </ul> <ul style="list-style-type: none"> <li>• Discussion /lecture method</li> </ul> <ul style="list-style-type: none"> <li>• Flow chart of central problem</li> </ul> <p><b>Activities planned</b></p> <ul style="list-style-type: none"> <li>• Think as you read(answer the question after reading a topic)</li> <li>• Questions to differentiate micro/macro economics</li> <li>• Self assessment test (oral test to check whether concept is clear)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Refresher:</b> Micro-Economics</li> <li>• White boards</li> <li>• PPT self prepared</li> <li>• Notes shared</li> </ul>	<ul style="list-style-type: none"> <li>• Give a single value of the given set of data</li> </ul> <p><b>After studying this chapter the Learner will be able to</b></p> <ul style="list-style-type: none"> <li>• Examine the foundation of an economy and inquires the basic economic problems</li> <li>• Explain the nature, scope and methodology of economics and find out the difference between micro and macroeconomics</li> <li>• Discuss the three central problems of an economy and how does it determines the resource allocation-what , how and for whom to produce</li> <li>• Describe the movement along a PPC</li> <li>• opportunity cost and shifts its economy's PPC to the right or left and is caused by changes in investment, technology</li> <li>• Analyse and explain how the opportunity cost influence the decision made by the consumer and produce</li> </ul>
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<p>SEPTEMBER 2022</p>	<p><b>BOOK 2 – Elementary Statistics</b>  <b>Total pds - 27</b>  <b>Chapter 5 - Measures of Central Tendency</b>  <b>(Median and Mode)</b>  <b>(10periods)</b></p> <p><b>Book 1 - Introductory Micro economics</b>  <b>Unit 2- Consumer Equilibrium and Demand</b>  <b>(13 periods)</b></p> <ul style="list-style-type: none"> <li>• Consumer's equilibrium – meaning of utility, marginal utility, law of diminishing marginal utility,</li> <li>• conditions of consumer's equilibrium using marginal utility analysis.</li> <li>• Indifference curve analysis of consumer's equilibrium-the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium.</li> </ul> <p><b>3 pds for self assessment</b>  <b>2pds for problem solving</b></p>	<ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Numerical ability</li> <li>• Communication skills</li> <li>• Social skills</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation method</li> <li>• Lecture method</li> <li>• Activities planned</li> <li>a. Questions on median and mode.</li> <li>b. Self assessment test</li> <li>• Discussion /lecture method</li> <li><b>Activities Planned</b> <ul style="list-style-type: none"> <li>• Worksheets and</li> <li>• Numericals on consumer's equilibrium</li> <li>a. Marginal utility application</li> <li>b. Indifference curve analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reference book:</b> Statistics For Economics</li> <li>[for extra questions]</li> <li>• White boards</li> <li>• Extramarks</li> <li>• <b>Reference book:</b> Micro-Economics</li> <li>[ to give notes]</li> <li>• White boards</li> <li>• PPT self prepared</li> <li>• Notes shared / Dictated in classroom for important topics.</li> </ul>	<p><b>After studying this chapter the Learner will be able to</b></p> <ul style="list-style-type: none"> <li>• Learner is able to present data by using tables</li> <li>• Learner is also able to represent data by using appropriate diagrams</li> </ul> <p><b>After studying this chapter the Learner will be able to</b></p> <ul style="list-style-type: none"> <li>• This course aims to make the students aware of the economic life of an individual as a consumer or a producer.</li> <li>• In this course economics is taught as a science of abstraction and reasoning.</li> <li>• Here the learners are introduced with some basic concepts related to consumption, production, resource allocation and market mechanism.</li> <li>• It also intends to provide exposure to the learners on how choices are made and how a variety of statistical tools are used to optimally allocate the resources</li> </ul>
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TERM 1	SYLLABUS COVERED FROM JULY TILL September HALF-YEARLY EXAMINATION				
OCTOBER2022	<p><b>BOOK 2 – Elementary Statistics</b> Total pds - 36 <b>UNIT 2- Collection, Organisation and Presentation of data</b></p> <p><b>Chapter 4- Presentation of data(Tabular and Graphical presentation)</b> <b>(10 periods)</b></p> <p><b>Book 1 - Introductory Micro economics</b> <b>Unit 2- Consumer Equilibrium and Demand</b> <b>(20 periods)</b></p> <ul style="list-style-type: none"> <li>• Demand, market demand, determinants of demand, demand schedule,</li> <li>• demand curve and its slope, movement along and shifts in the demand curve;</li> <li>• Price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – (a) percentage-change method and (b) Expenditure method - relationship between price</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Numerical ability</li>   <li>• Communication skills</li> <li>• Social skills</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion method</li> <li>• Explanation method</li> <li>• Lecture method</li>   <li>• Discussion /lecture method</li> </ul> <p><b>Activities Planned</b></p> <ul style="list-style-type: none"> <li>• Worksheets to draw graphs</li> <li>• Numericals on Elasticity of Demand</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reference Book</b> Statistics For Economics</li> <li>• White boards</li> <li>• Extramarks</li>   <li>• <b>Reference Book</b> Micro-Economics</li> <li>• White boards</li> <li>• PPT self prepared</li> <li>• Notes shared / Dictated in classroom for important topics.</li> </ul>	<p><b>After studying this chapter the Learner will be able to</b></p> <ul style="list-style-type: none"> <li>• Learner is able to present data by using tables</li> <li>• Learner is also able to represent data by using appropriate diagrams</li> </ul> <p><b>After studying this chapter the Learner will be able to</b></p> <ul style="list-style-type: none"> <li>• This course aims to make the students aware of the economic life of an individual as a consumer or a producer.</li> <li>• In this course economics is taught as a science of abstraction and reasoning.</li> <li>• Here the learners are introduced with some basic concepts related to consumption, production, resource allocation and market mechanism.</li> <li>• It also intends to provide exposure to the learners on how choices are made and how a variety of statistical tools are used to optimally allocate the resources</li> </ul>



	<p>elasticity of demand and total expenditure.</p> <p><b>4 pds for self assessment</b> <b>2 pds for problem solving</b></p>				
NOVEMBER2022	<p><b>Book 1 - Introductory Micro economics</b> <b>Total pds - 32</b> <b>Unit 2- Producer Behaviour and Supply</b> <b>(32 periods)</b></p> <ul style="list-style-type: none"> <li>• Production function - Short-Run and Long-Run Total Product, Average Product and Marginal Product.</li> <li>• Returns to a Factor.</li> <li>• Cost and Revenue: Short run costs - total cost, total fixed cost, total variable cost; Average cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationship.</li> <li>• Revenue - total, average and marginal revenue - meaning and their relationship.</li> <li>• Producer's equilibrium-meaning and its conditions in terms of marginal revenue-marginal cost.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Social skills</li> </ul> <p>Critical thinking</p>	<ul style="list-style-type: none"> <li>• Discussion /lecture method</li> </ul> <p><b>Activities Planned</b></p> <ul style="list-style-type: none"> <li>• Worksheets and</li> <li>• Numericals on Elasticity of supply</li> <li>• Notes to be prepared</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reference Book</b> Micro-Economics to teach the topics</li> <li>• White boards</li> <li>• PPT self prepared</li> </ul> <p>Notes shared / Dictated in classroom for important topics</p>	<p><b>After studying this topic learner will able to</b></p> <ul style="list-style-type: none"> <li>• Explain the change in output that takes place as only one input is increased keeping all other inputs unchanged.</li> <li>• Represent this change diagrammatically.</li> <li>• Identify the pattern of change in cost as output increases. Differentiate between fixed cost and variable cost.</li> <li>• Outline the relation between marginal cost and average cost</li> <li>• explain the concept of „Revenue“ as used in microeconomics. Recognise the behaviour of „revenue“ as output is increased.</li> <li>• Differentiate between the behaviour of revenue under different market conditions and represent the same diagrammatically.</li> <li>• Understand the relation between marginal revenue and average revenue. Identify the conditions that must be fulfilled for a producer to realize the objective of earning maximum profit. Represent the same diagrammatically.</li> </ul>

DECEMBER2022	<p><b>Book 1 - Introductory Micro economics</b>  <b>Total pds - 28</b>  <b>Unit 2- Producer Behaviour and Supply</b>  <b>(28 periods)</b></p> <ul style="list-style-type: none"> <li>• Supply, market supply, determinants of supply, supply schedule, supply curve and its slope,</li> <li>• movements along and shifts in supply curve,</li> <li>• price elasticity of supply; measurement of price elasticity of supply – (a) percentage change method and (b) geometric method.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Social skills</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion /lecture method</li> </ul> <p><b>Activities Planned</b></p> <ul style="list-style-type: none"> <li>• Worksheets and</li> <li>• Numericals on Elasticity of Supply</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reference Book</b> Micro-Economics (for teaching topics)</li> <li>• White boards</li> <li>• PPT self prepared</li> </ul> <p>Notes shared / Dictated in classroom for important topics</p>	<p><b>After studying this topic learner will able to</b></p> <ul style="list-style-type: none"> <li>• Identify the factors that determine the supply of a good.</li> <li>• Explain the concept of "shift in supply" and represent the same graphically</li> <li>• Explain the concept of "movement of supply curve" and represent the same graphically.</li> <li>• Calculate the numericals of elasticity of supply by different methods</li> </ul>
JANUARY2023	<p><b>BOOK 2 – Elementary Statistics</b>  <b>UNIT 3 - Statistical tools and Interpretation</b>  <b>Total pds- 28</b>  <b>Chapter 6- Correlation</b>  <b>(10 periods)</b></p> <ul style="list-style-type: none"> <li>• Scattered Diagram</li> <li>• Coefficient correlation</li> <li>• Rank correlation</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical skills (measure the direction and intensity of relationship among variables)</li> <li>• Critical Thinking and</li> <li>• problem solving</li> </ul>	<p><b>Activities Planned</b></p> <p>Worksheets on Spearman's rank correlation and Karl Pearson coefficient of correlation</p>	<ul style="list-style-type: none"> <li>• <b>Reference Book</b> Statistics For Economics (for questions)</li> <li>• White boards</li> <li>• Extramarks</li> </ul>	<p><b>After studying this topic learner will able to</b></p> <p><b>After learning this topic</b></p> <p>Student will come to know the meaning of a term correlation</p> <ul style="list-style-type: none"> <li>• Student will able to understand the relationship of two variables</li> <li>• Learner is able to calculate different measure of correlation</li> <li>• Learner is now capable to analyse the degree and direction of relationship between 2 variables.</li> </ul>

	<p><b>Book 1 - Introductory Micro economics</b>  <b>Unit 3 - Forms of Market and Price Determination (18 periods)</b></p> <ul style="list-style-type: none"> <li>• Perfect competition - Features;</li> <li>• Determination of market equilibrium and</li> <li>• Effects of shifts in demand and supply.</li> <li>• Other Market Forms - monopoly, monopolistic competition, oligopoly - their meaning and features.</li> <li>• Simple Applications of Demand and Supply: Price ceiling, price floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Social skills</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion /lecture method</li> </ul> <p><b>Activities Planned</b></p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• To draw curves showing changes in market price due to changes in supply and demand</li> <li>• Example of price ceiling and price floor</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reference Book</b> Micro-Economics</li> </ul> <p>(for teaching to topics)</p> <ul style="list-style-type: none"> <li>• White boards</li> <li>• PPT self prepared</li> <li>• Notes shared / Dictated in classroom for important topics</li> </ul>	<p><b>After studying this topic learner will able to</b></p> <ul style="list-style-type: none"> <li>• infer that microeconomics conceives of four types of market situations: <ol style="list-style-type: none"> <li>1. perfect competition,</li> <li>2. monopoly,</li> <li>3. monopolistic competition and</li> <li>4. oligopoly.</li> </ol> </li> <li>• Explain meaning, features and its implication of a perfectly competitive market.</li> <li>• Explain how price is determined in a perfectly competitive market and represent the same graphically.</li> <li>• Recognise the implications of shift in demand, or in supply, or in both simultaneously as such shifts affect price and output. Represent the same graphically.</li> <li>• Identify features and their implication of monopoly, monopolistic competition and oligopoly markets</li> </ul>
FEBRUARY2023	<p><b>BOOK 2 – Elementary Statistics</b>  <b>UNIT 3 - Statistical tools and Interpretation</b>  <b>Total pds- 28</b>  <b>Chapter 8- Introduction to Index numbers (10 periods)</b></p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Types – wholesale price index, consumer price index and industrial production</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical Skills (measures the change in value of variables)</li> <li>• Critical Thinking and</li> <li>• Problem solving</li> </ul>	<p><b>Activities Planned</b></p> <p>Worksheet on Aggregative method,  Relative Price index,  Consumer price index</p>	<ul style="list-style-type: none"> <li>• <b>Reference Book</b> Statistics For Economics</li> </ul> <p>(for questions)</p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Extramarks</li> </ul>	<p><b>After learning Index number</b></p> <ul style="list-style-type: none"> <li>• Learner know the meaning of Index number</li> <li>• Learner is able to calculate index number</li> <li>• Learner will appreciate the limitaions of index number.</li> </ul>

	<ul style="list-style-type: none"> <li>• Uses if index number</li> <li>• Inflation and index numbers</li> </ul> <p><b>Practical work</b></p>	<ul style="list-style-type: none"> <li>• Creative skills</li> <li>• Analytical thinking</li> <li>• Collaboration</li> </ul>	<p>Critical Thinking Collection of Data on consumer awareness for any product</p>	<p>Discussion in class about the project and analyse the data collected and find conclusion.</p>	<p>By doing this project many topics what children has studied will be utilized. Project is a way to learn by doing.</p>
TERM 2	<p><b>SYLLABUS COVERED FROM JULY TILL FEBRUARY ANNUAL EXAMINATION</b></p>				

**ARMY PUBLIC SCHOOL, MEERUT CANTT.**

**PEDAGOGICAL CURRICULUM PLANNER, 2022-23**

**Class: XI**

**Subject: Legal Studies**

BOOKS: Legal Studies		PUBLISHER: NCERT			
MONTH	TOPIC & No. OF PERIODS	21 <sup>ST</sup> CENTURY SKILLS INTEGRATED	METHODOLOGY, INSTRUCTIONAL STRATEGIES & ACTIVITIES PLANNED	TEACHING LEARNING MATERIAL	LEARNING OUTCOME
AUGUST 23 DAYS	<p align="center"><b>Unit 1</b> <b>Introduction to Political Institutions</b></p> <p>Ch 1 Concepts of State</p> <p>Ch 2 Forms and organs of Government</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Case study</li> <li>• Analytical Skills</li> <li>• Legal aptitude</li> </ul>	<p>Students will be asked to recognize the historical development of State .</p> <p>Students will be asked to collect information about various features of organ of government.</p> <ul style="list-style-type: none"> <li>• Explanation Method</li> <li>• Illustrations.</li> <li>• Lecture Method</li> <li>• Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• NCERT Text Book</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Relevance</li> <li>• Define</li> <li>• Illustrate</li> <li>• Explain</li> <li>• Differentiate</li> <li>• Enumerate</li> </ul>
SEPTEMBER 2022  22 DAYS	<p>Ch 3 Separation of powers</p> <p align="center"><b>Unit2</b> <b>Basic Features of Constitution of India</b></p>	<ul style="list-style-type: none"> <li>• Problem Solving skills</li> <li>• Critical Thinking</li> <li>• Legal aptitude</li> <li>• Logical reasoning</li> </ul> <ul style="list-style-type: none"> <li>• Critical Thinking</li> </ul>	<p>Students will discuss different provisions of Indian Constitution focusing Basic Structure Doctrine.</p>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• NCERT Text Book</li> </ul>	<ul style="list-style-type: none"> <li>• Recall</li> <li>• Mental ability</li> <li>• Observation</li> <li>• Classify</li> </ul>

	Ch 1 Salient features of the Constitution of India	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Analytical Skills</li> <li>• Legal aptitude</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Strategy</li> <li>• Explanation Method</li> <li>• Illustrations</li> <li>• Lecture Method</li> <li>• Case Studies</li> </ul> <p>Student will be asked find out at least 5 more people associated with the making of the Constitution and prepare a presentation on their contribution. Write a brief biography of any two out of the ten contributors mentioned above.</p>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• NCERT Text Book</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret</li> <li>• Analyze</li> <li>• Observe</li> </ul>
OCTOBER 2022 25 DAYS	<p align="center"><b>Unit 3 Jurisprudence ,nature and sources of Law</b></p> <p>Ch 2 Classifications of Law</p> <p>Ch 3 Sources of Laws</p> <p>Ch4 Law reforms</p> <p>Ch5 Cyber law ,Safety and security in India</p>	<ul style="list-style-type: none"> <li>• Thinking Skills</li> <li>• Critical Thinking</li> <li>• Legal aptitude</li> <li>• Collaboration</li> </ul>	<p>Research paper/ PPT on Law reforms that took place due to recommendations by various law commissions, for instance, Passive Euthanasia</p> <p>Divide the class into four groups and initiate a discussion on 'Legal problems that arise by use of Cyberspace'.</p> <ul style="list-style-type: none"> <li>• Interactive Strategy</li> <li>• Explanation Method</li> <li>• Illustrations</li> <li>• Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• White Board</li> </ul> <p>Students may also watch some of the videos posted by Professor Michael Sandel at <a href="http://www.justiceharvard.org/watch/in">http://www.justiceharvard.org/watch/in</a> guiding your debate</p> <p>How do you find out whether a society has a very good legal system or not? What criteria should inform your opinion? Divide the class into two sections and hold a discussion.</p>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Classify</li> <li>• Recognize</li> <li>• Objective</li> <li>• Distinguish</li> <li>• Compare</li> <li>• Interpret</li> </ul>

			<ul style="list-style-type: none"> <li>Case Studies</li> </ul>		
NOVEMBER 2022 22 DAYS	<b>Unit 4 Judiciary :Constitutional ,Civil and Criminal Courts and processes</b>	<ul style="list-style-type: none"> <li>Thinking Skill</li> <li>Critical Reasoning</li> <li>Analytical skill</li> <li>Legal Aptitude</li> </ul>	<p>Divide the class into groups. Each group can choose a topic relating to “Independence of Judiciary”. You can collect information from newspapers, social media, internet, television television news or other sources. Present your findings to the class.</p> <ul style="list-style-type: none"> <li>Interactive Strategy</li> <li>Explanation Method</li> <li>Illustrations</li> <li>Lecture Method</li> <li>Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>Text Book</li> <li>White Board</li> </ul> <p>Write a paper in 200 words on ‘Killing an innocent life to save one’s own does not justify murder even if it’s under extreme necessity of hunger’ in light of the judgment in R v. Dudley and Stephens case</p> <p>Divide the class into four groups. Each group can choose one country mentioned below to find proportion of judges and cases with them and also identify the percentage of female judges. Following countries may be appropriate for the study: India, US, UK and Australia.</p>	<ul style="list-style-type: none"> <li>Generalize</li> <li>Observe</li> <li>Interpret</li> <li>Classify</li> </ul>
DECEMBER 2022 18DAYS	<b><u>Unit 5</u> <u>Family Justice</u> <u>System</u></b>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Problem Solving</li> <li>Analytical Skills</li> <li>Self-Direction</li> </ul>	Students will be asked to compare marriage and divorce provisions among Hindus and Muslims .	<ul style="list-style-type: none"> <li>White Board</li> <li>Text Book</li> <li>Worksheets</li> <li>Audio-Visual Aids</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Objective</li> <li>Classify</li> <li>Recall</li> </ul>

	Ch 1 Marriage and divorce	<ul style="list-style-type: none"> <li>• Legal Aptitude</li> </ul>	<p>Teacher will give different assignments on Legal Services .</p> <ul style="list-style-type: none"> <li>• Interactive Strategy</li> <li>• Explanation Method</li> <li>• Illustrations</li> <li>• Case Studies</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze</li> </ul>
January 2023	Ch 5 Prevention of violence against Women	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Problem Solving</li> <li>• Analytical Skills</li> <li>• Legal aptitude</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation Method</li> <li>• Illustrations</li> <li>• Lecture Method</li> <li>• Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• Text Book</li> </ul> <p>Write an article or create a presentation covering all the points/ issues in the session relating to sexual harassment at workplace</p>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Analyze</li> <li>• Classify</li> <li>• Distinguish</li> </ul>
February 2023	<b>Revision for final term Exam</b>		<ul style="list-style-type: none"> <li>• Test</li> <li>• Discussion</li> <li>• Doubt clearing sessions</li> <li>• Answer writing practice</li> </ul> <p>Previous year's question paper practice. Sample Paper practice .</p>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• Text Book</li> </ul>	<ul style="list-style-type: none"> <li>• Recall</li> <li>• Memorize</li> </ul>
March Annual Exams					

Prepared by

Ms. Sujata Sindhu



**ARMY PUBLIC SCHOOL, MEERUT CANTT.**

**PEDAGOGICAL CURRICULUM PLANNER, 2022-23**

**Class: XI**

**Subject: Political Science**

BOOKS: 1. Indian Constitution at work 2. Political Theory			PUBLISHER:NCERT		
MONTH	TOPIC & No. OF PERIODS	21 <sup>ST</sup> CENTURY SKILLS INTEGRATED	METHODOLOGY, INSTRUCTIONAL STRATEGIES & ACTIVITIES PLANNED	TEACHING LEARNING MATERIAL	LEARNING OUTCOME
AUGUST 23 DAYS	<p><b>Constitution (20 periods )</b> Making of Indian Constitution , Fundamental Rights and Duties, Directive Principles of State Policy , Constitutional Amendment</p> <p><b>Political Theory (8 periods)</b> What is politics Politics Vs. Political Theory Importance of Political theory</p> <p><b>Equality(12Periods)</b> What is Equality? Significance of Equality. Various dimensions of Equality. How can we promote Equality?</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Collaboration</li> <li>• Analytical skills</li> <li>• Logical aptitude</li> </ul>	<p>Students will be asked to draw a comparative study of the provisions adopted from different Constitutions of the World.</p> <ul style="list-style-type: none"> <li>• Interactive Strategy</li> <li>• Explanation Method</li> <li>• Illustrations</li> <li>• Lecture Method</li> <li>• Cartoon interpretations/Maps</li> </ul>	<ul style="list-style-type: none"> <li>• NCERT Text Book</li> <li>• White Board</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Identifying</li> <li>• Analyzing</li> </ul> <p>Students will understand the historical processes and the circumstances in which the Constitution was drafted .</p> <p>Understanding, critically evaluating and applying political theory.</p>
SEPTEMBER 2022 22 DAYS	<p><b>Election and Representation (12 periods )</b> ElectionsandDemocracy ElectionSystem inIndia</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Logical aptitude</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Strategy</li> <li>• Explanation</li> </ul>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• NCERT Text</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish</li> <li>• Choose</li> </ul>

	<ul style="list-style-type: none"> <li>FPTP system</li> <li>PR system</li> </ul> <p>Electoral Reforms.</p> <p><b>Liberty (5 Periods)</b> Liberty V.s Freedom ,Negative and Positive Liberty.</p> <p><b>Secularism (08 Periods)</b> What is Secularism? What is Secular State? The Western and the Indian perspectives to Secularism. Salient Features of Indian Secularism.</p> <p><b>REVISION FOR HALF YEARLY EXAMINATION</b></p>	<ul style="list-style-type: none"> <li>Thinking Skills</li> </ul>	<p>Method</p> <ul style="list-style-type: none"> <li>Illustrations</li> <li>Lecture Method</li> <li>Cartoon interpretations/ Maps</li> </ul> <ul style="list-style-type: none"> <li>Discussion</li> <li>Doubt clearing sessions</li> </ul>	<p>Book</p> <ul style="list-style-type: none"> <li>Physical map of India</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting</li> <li>Observe</li> </ul> <p>Be familiar with the diverse perspective that guided the makers of the Indian Constitution.</p> <p>Analyse the working of the Constitution in real life.</p>
<p>OCTOBER 2022</p> <p>15 DAYS</p>	<p><b>Legislature(16Periods)</b> Why do we need a Parliament? Unicameral / Bicameral Legislature. Functions and Power of the Parliament, Parliamentary committees. Parliamentary Officials: Speaker, Deputy Speaker, Parliamentary Secretary.</p> <p><b>Citizenship (08 periods )</b> What is citizenship? Citizen and Citizenship, Citizen and Nation, Global Citizenship</p>	<ul style="list-style-type: none"> <li>Critical analysis</li> <li>Logical thinking</li> <li>Analytical Skills</li> <li>Self-Direction</li> </ul>	<p>Students will analyse the functions and powers of Parliament . Students will draw a comparison of : Election system in system . Power of Rajya Sabha and Lok Sabha .</p> <p>Students will be asked to illustrate importance of equality</p> <ul style="list-style-type: none"> <li>Interactive Strategy</li> <li>Explanation Method</li> <li>Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>White Board</li> <li>NCERT Text Book</li> <li>Physical map of India</li> </ul>	<ul style="list-style-type: none"> <li>Logical reasoning</li> <li>Objective</li> <li>Classify</li> </ul> <p>Meaningful participation in the issues and concern of Political life surrounding them .</p>

			<ul style="list-style-type: none"> <li>• Cartoon interpretations/ Maps</li> </ul> <p>Group discussion on “National Register for Citizenship</p>		
NOVEMBER 2022 22 DAYS	<p><b>The Executive (12 periods)</b> What is an Executive? Different Types of Executive. Parliamentary Executive in India, Prime Minister and Council of Ministers. Permanent Executive :Bureaucracy.</p> <p><b>The judiciary (12 periods)</b> Why do we need an Independent Judiciary? Structure of the Judiciary, Judicial Review, Judicial Activism, Judicial Over-reach.</p> <p><b>Justice (08Periods)</b> What is Justice? Different dimensions of Justice, Distributive Justice.</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Problem Solving</li> <li>• Analytical Skills</li> <li>• Legal aptitude</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation Method</li> <li>• Illustrations</li> <li>• Lecture Method</li> <li>• Cartoon interpretations /maps</li> </ul> <p>Students will prepare a practical file on the topic separation of power which include 3 major chapters .</p> <p>Emphasis on relation between Government and Judiciary</p>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• NCERT Text Book</li> <li>• Phisical map of India</li> <li>• World map</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Analyze</li> <li>• Classify</li> <li>• Distinguish</li> </ul> <p>Analyse the working of the Constitution in real life.</p>

<p>DECEMBER 2022 18 DAYS</p>	<p><b>Local Governments(08Periods)</b> Why do we need Local Governments? Growth of Local Government in India, 73rd and 74<sup>th</sup> Amendments, Working and Challenges of Local Governments</p> <p><b>Rights(08Periods)</b> What are rights ? Where do rights come from? Legal rights and the State. Kinds of Rights. Human Rights</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Analytical Skills</li> <li>• Brain storming</li> </ul>	<p>Students will be asked to prepare the Constitutional status of Local government and Statistics.</p> <ul style="list-style-type: none"> <li>• Explanation Method</li> <li>• Illustrations</li> <li>• Lecture Method</li> <li>• Cartoon Interpretations/maps</li> </ul>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• NCERT Text Book</li> </ul>	<ul style="list-style-type: none"> <li>• Necessity</li> <li>• Critical reasoning</li> <li>• Challenges</li> <li>• Classify</li> <li>• Participation</li> </ul> <p>Understanding and identify key features of the Indian Constitution and compare these to other Constitutions in the World .</p>
<p>JANUARY 2023 16 DAYS</p>	<p><b>Federalism(14Periods)</b> What is Federalism? Evolution &amp; Growth of the Indian Federalism Cooperative Federalism &amp; Competitive Federalism.</p> <p><b>Nationalism (06Periods)</b> Nations and Nationalism, Variants of Nationalism , Nationalism ,Pluralism and Multiculturalism.</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Logical aptitude</li> <li>• Thinking Skills</li> </ul>	<p>Discussion on Center and State relations, focusing on how balance is created by Central Government.</p> <ul style="list-style-type: none"> <li>• Explanation Method</li> <li>• Illustrations</li> <li>• Lecture Method</li> <li>• Cartoon Interpretations/maps</li> </ul>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• Text Book</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Distinguish</li> <li>• Critically evaluate</li> </ul> <p>Understand different themes and thinkers associated with the real life .</p>
<p>FEBRUARY 2023</p>	<p><b>Revision for annual examinations</b> <b>Annual Exams</b></p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Logical aptitude</li> <li>• Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Discussion</li> <li>• Doubt clearing sessions</li> <li>• Answer writing practice</li> </ul> <p>Sample Paper practice .</p>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• NCERT Book</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Recall</li> <li>• Memorize</li> </ul>

By :Sujata Sindhu

**ARMY PUBLIC SCHOOL, MEERUT CANTT.**

**PEDAGOGICAL CURRICULUM PLANNER, 2022-23**

**CLASS: XI**

**SUBJECT: GEOGRAPHY**

<b>BOOKS:</b> 1. Fundamentals of Physical Geography, Class XI, Published by NCERT 2. India, Physical Environment, Class XI, Published by NCERT 3. Practical Work in Geography Part I, Class XI, Published by NCERT				<b>PUBLISHER:</b> NCERT		
<b>MONTH</b>	<b>TOPIC</b>	<b>No. OF PERIODS</b>	<b>21<sup>ST</sup> CENTURY SKILLS INTEGRATED</b>	<b>METHODOLOGY, INSTRUCTIONAL STRATEGIES &amp; ACTIVITIES PLANNED</b>	<b>TEACHING LEARNING MATERIAL</b>	<b>LEARNING OUTCOME</b>
AUGUST 2022	<b>UNIT 1 CH 1</b> Geography as a Discipline <b>UNIT 2 CH 2</b> Origin and evolution of the earth <b>UNIT 2 CH 3</b> Interior of the earth <b>UNIT 2 CH 4</b> Distribution of oceans and continents	4 4 4 4	Imagination Creativity Problem Solving Decision Making	Discussion WORKSHEETS MAP PRACTICE	NCERT Books Smart Board Content NCERT Videos	Familiarize with key concepts, terminology and core principles of Geography
	<b>UNIT 3 CH 6</b> Geomorphic processes <b>UNIT 3 CH 7</b> Landforms and their evolution <b>UNIT 7 CH 1</b> India: Location <b>UNIT 8 CH 2</b> Physiographic Structure and Relief <b>UNIT 8 CH 3</b> Drainage	4 6 4 6 6	Imagination Creativity Problem Solving Decision Making Application Analysis	Discussion WORKSHEETS MAP PRACTICE	NCERT Books Smart Board Content NCERT Videos	List/describe ways a place is linked with other places. Compare conditions and connections in one place to another.
SEPTEMBER 2022	<u><b>Practical Work in Geography Part I</b></u> <b>UNIT 1 CH 1</b> Introduction to Maps <b>UNIT 1 CH 2</b> Sap Scale	4 4	Imagination Creativity Problem Solving Decision Making Application Analysis	WORKSHEETS PLANTATION MAP PRACTICE PROJECT FILE	NCERT Books Smart Board Content NCERT Videos	
TERM 1	<b>UNIT 1 , 2,3,7,8</b>					

OCTOBER 2022	<b><u>Practical Work in Geography Part I</u></b> <b>UNIT 1 CH 4</b> Map Projection <b>UNIT 4 CH 8</b> Composition and Structure of Atmosphere <b>UNIT 4 CH 9</b> Solar Radiation <b>UNIT 4 CH 10</b> Atmospheric Circulation <b>UNIT 9 CH 4</b> Climate	4 4 4 6 6	Imagination Problem Solving Decision Making Application Analysis	WORKSHEETS PLANTATION MAP PRACTICE	NCERT Books Smart Board Content NCERT Videos	Analyze/describe how conditions in one place can affect nearby places. Identify regions as places that are similar or connected. Describe locations and correlate with Geographical Perspectives.
NOVEMBER 2022	<b>UNIT 9 CH 5</b> Natural Vegetation <b>UNIT 4 CH 11</b> Water in The Atmosphere <b>UNIT 4 CH 12</b> World Climate and Climate Change <b>UNIT 10 CH 7</b> Natural Hazards and Disasters	4 4 4 4	Imagination Problem Solving Decision Making Application Analysis	WORKSHEETS MAP PRACTICE	NCERT Books Smart Board Content NCERT Videos	
DECEMBER 2022	<b>UNIT 5 CH 13</b> Water Ocean <b>UNIT 5 CH 14</b> Movement of Ocean Water <b><u>Practical Work in Geography Part I</u></b> <b>UNIT 2 CH 5</b> Topographic Maps	4 4 8	Imagination Creativity Problem Solving Decision Making Application Analysis	WORKSHEETS MAP PRACTICE PROJECT FILE	NCERT Books Smart Board Content NCERT Videos	Describe and interpret the spatial pattern features on a thematic map. Search for, recognize and understand the processes and patterns of the spatial arrangement of the natural features as well as human aspects and phenomena on the earth's surface
JANUARY 2023	<b>UNIT 6 CH 16</b> Biodiversity and Conservation <b><u>Practical Work in Geography Part I</u></b> <b>UNIT 2 CH 7</b> Introduction to Remote Sensing	6 6	Imagination Problem Solving Decision Making Application Analysis	PROJECT FILE	NCERT Books Smart Board Content NCERT Videos	
FEBRUARY 2023	REVISION		Application Analysis	PROJECT FILE	NCERT Books Smart Board Content NCERT Videos	
TERM 2	ALL TOPICS COVERED FROM AUGUST TO FEBRUARY					

**ARMY PUBLIC SCHOOL, MEERUT CANTT.**

**PEDAGOGICAL CURRICULUM PLANNER, 2022-23**

**CLASS: XI**

**SUBJECT: HISTORY**

<b>BOOKS:THEMES IN WORLD HISTORY</b>			<b>PUBLISHER: NCERT</b>				
<b>MONTH</b>	<b>TOPIC &amp; No. OF PERIODS</b>	<b>21<sup>ST</sup> CENTURY SKILLS INTEGRATED</b>	<b>METHODOLOGY</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ACTIVITIES PLANNED</b>	<b>TEACHING LEARNING MATERIAL</b>	<b>LEARNING OUTCOME</b>
JULY 2022	<b>Introduction to World History-</b> (5 Periods)	<ul style="list-style-type: none"><li>• Critical thinking</li><li>• Understanding</li></ul>	<ul style="list-style-type: none"><li>• Inquiry-Based Learning</li><li>• Interactive</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Explanation</li><li>• Question Answers</li></ul>	<ul style="list-style-type: none"><li>• Flow Chart</li><li>• Source Based Questions</li></ul>	<ul style="list-style-type: none"><li>• Text Book</li><li>• Smart Board</li><li>• Map</li></ul>	<ul style="list-style-type: none"><li>• Familiarizing students with world history and time period.</li></ul>
	Section A: <b>Early Societies</b>  Ch1- <b>Writing and City Life</b> (20 Periods)	<ul style="list-style-type: none"><li>• Interpersonal skill,</li><li>• Problem solving</li></ul>	<ul style="list-style-type: none"><li>• Interactive Instruction</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Explanation</li><li>• Story Telling</li><li>• Lecture</li><li>• Question Answers</li></ul>	<ul style="list-style-type: none"><li>• Map of Mesopotamia</li><li>• Flow Chart</li></ul>	<ul style="list-style-type: none"><li>• Text Book</li><li>• Smart Board</li><li>• Map of Asia</li></ul>	<ul style="list-style-type: none"><li>• Comparing and analysing the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of development, tradition of writing.</li></ul>



AUGUST 2022	Section B: <b>Empires</b>  Introduction (5 Periods) Ch-An <b>Empire</b> Across Three <b>Continents-</b> (20 Periods)	<ul style="list-style-type: none"> <li>• Multimedia</li> <li>• Interpretation</li> <li>• Decision making skills.</li> <li>• Interpretation</li> <li>• Interrogative</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Source Based</li> <li>• Question Answers</li> <li>• Research Method</li> </ul>	<ul style="list-style-type: none"> <li>• World Map</li> <li>• Map of Europe</li> <li>• Flow Chart</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual devices</li> <li>• Maps</li> <li>• Smart board</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing the implications of Roman's contacts with the subcontinent Empires</li> </ul>
SEPTEMBER 2022	Ch 5- <b>Nomadic Empires</b> (20 Periods)	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Study</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Question Answers</li> <li>• Story telling</li> <li>• Explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Source Based Questions</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Text book</li> <li>• Maps</li> <li>• Smart board</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the living patterns of nomadic pastoralist society and trace the rise and growth of Genghis Khan.</li> </ul>

	Section C: <b>Changing Traditions</b> - Introduction- (5 Periods)	<ul style="list-style-type: none"> <li>• Geographical Skills</li> <li>• Rationalization</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Instructions</li> <li>• Visualization</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> <li>• Question Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet <ul style="list-style-type: none"> <li>• Flow Chart</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Audio Visual</li> <li>• Map</li> <li>• Smart Board</li> <li>• White/Green Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. and to relate between ancient slavery and serfdom</li> </ul>
OCTOBER 2022	<b>Changing Traditions Introduction</b> (5 Periods) <b>The Three Orders</b> (20 Periods)	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Interpretation</li> <li>• Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative</li> <li>• Thinking-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Educational Videos</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Flow Chart</li> <li>• Source based questions</li> </ul>	<ul style="list-style-type: none"> <li>• Text book</li> <li>• Question Answers</li> <li>• Worksheet</li> <li>• Text Book</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration</li> </ul>

NOVEMBER 2022	<b>Changing Cultural Traditions-</b> (20 Periods)	<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Interrogation</li> <li>• Critical thinking</li> <li>• Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary approach</li> <li>• Use of qualitative and quantitative data</li> </ul>	<ul style="list-style-type: none"> <li>• Research Journals/Reports</li> <li>• Source Based</li> <li>• Question Answers</li> <li>• Explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Flow Chart</li> <li>• Project/Research</li> </ul>	<ul style="list-style-type: none"> <li>• Text book</li> <li>• Smart Board</li> </ul> <p>Chapter Notes Question Answers Worksheet</p>	<ul style="list-style-type: none"> <li>• Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism</li> </ul>
DECEMBER 2022	<b>Paths to Modernization-Introduction</b> (5 Periods)  <b>Displacing Indigenous People-</b> (20 Periods)	<ul style="list-style-type: none"> <li>• Retrospective analysis</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Learning</li> <li>• Interdisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Source Based</li> <li>• Question Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Flow Chart</li> <li>• Project/Research Method</li> <li>• Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Text book</li> <li>• Smart Board</li> <li>• Chapter Notes</li> <li>• Question Answers</li> <li>• Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Understand notions like ‘modernization’ and to compare and contrast the lives and roles of indigenous people in these continents</li> </ul>

JANUARY 2023	<b>Paths To Modernization-(20 Periods)</b>	<ul style="list-style-type: none"> <li>• Interpersonal skill,</li> <li>• Empathy</li> <li>• Problem solving</li> <li>• Decision making skills.</li> </ul>	Multimedia approach, Inter Disciplinary	Lecture method, Discussion method Question Answers	Project Worksheet	Text book, Audio visual devices, Smart board (internet), AI tools (inkle writer, google lens, loopy)	<ul style="list-style-type: none"> <li>• Deduce the histories of China and Japan from the phase of imperialism to modernization.</li> </ul>
FEBRUARY 2023	<b>Practical-Project Viva</b>	<ul style="list-style-type: none"> <li>• General awareness</li> <li>• Problem solving</li> <li>• Decision making skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion method</li> <li>• Inquiry/Research/Exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture method,</li> <li>• Question Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Project files</li> <li>• PPTs</li> </ul>	Text book Audio visual devices, Smart board, •PPT/Videos URLs/ websites	<ul style="list-style-type: none"> <li>• Analyzing and understanding the methods of research and learning outcome</li> </ul>
Submitted by -	Pravesh Malik						